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ABSTRACT

This document presents a checklist of activities to be performed by local New Jersey boards of education in the six-step process of complying with recent directives from the state board of education. These directives were issued in response to legislation clarifying the intent of the state constitution's requirement for provision of "thorough and efficient" (T & E) education. The required five-year T & E cycle is outlined on a master calendar. The document does not describe, analyze, or provide techniques for accomplishing the activities listed, leaving these interpretive matters to the local boards. An appendix provides reprints of official forms to be used in reporting to the state, as well as an abstract of the Commissioner of Education's memorandum on T & E obligations for 1976-77. (PGD)

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ACTION PLAN FOR THE MANAGEMENT OF ROLES AND RESPONSIBILITIES OF BOARDS OF EDUCATION RELATIVE TO THOROUGH AND EFFICIENT LEGISLATION

PRESENTED BY

NEW JERSEY SCHOOL BOARDS ASSOCIATION

COMPANION DOCUMENT #1
TO
A **HANDBOOK** FOR
BOARD MEMBERS

RESEARCH FOR BETTER SCHOOLS, INC.

EA 010 815

DECEMBER 1976

RESEARCH FOR BETTER SCHOOLS, INCORPORATED SUITE 1700 / 1700 MARKET ST., PHILADELPHIA, PA. 19103 / 215 561-4100

LETTER OF TRANSMITTAL

This T&E Action Plan for the Management of the Roles and Responsibilities of Boards of Education has been prepared by Research for Better Schools, Inc. (RBS) under the auspices of the New Jersey School Boards Association. The Plan was developed in response to a clearly expressed and defined need on the part of board members at the recent series of T&E Workshops, plus a continuing desire on the part of the NJSBA to assist members with the completion of the T&E Process. The Plan is a companion document to the "Roles and Responsibilities of Boards of Education Relative to T&E Legislation", and like that document, it seeks to help board members to understand the T&E Process and become more meaningfully involved.

A second companion document has been prepared that spells out the T&E Process committees as they relate to the roles and responsibilities of school board members. Like this plan, it has been developed to assure compliance with the requirements of the Public Education Act, 1975 (Chapter 212).

We sincerely hope that this plan will assist board members to play a meaningful and effective role in the T&E Process, with special attention to the sequence of events during school years 1976/77 and 1977/78.

RBS, Inc. is indebted to many individuals and organizations for their assistance in supplying ideas and information for inclusion in this Action Plan;

- The New Jersey Department of Education, RP&E Division
- The Educational Improvement Centers
- The New Jersey County Offices of Education (six counties assisted directly).
- The local school districts (twelve districts assisted directly).

A special note of appreciation goes to Mr. Glenn H. Tecker, Director, Management Information, New Jersey School Boards Association and Ms. Lorraine Gaire, Assistant Director, Inservice Education, New Jersey School Boards Association, who contributed greatly to the contents of this Action Plan. It was through their continued direction, guidance and counsel that this Plan of Action became a reality.

In closing, we move forward to the consideration of the Action Plan contents. As that undertaking is concluded, we would feel richly rewarded if our time and effort has served to help board members implement their roles in the T&E Process.

Submitted by:

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OVERVIEW

This document is designed as a companion document to the Roles and Responsibilities Manual. It establishes a plan of action through which to manage the Boards of Education's Roles and Responsibilities in relation to the 5-year T&E Process cycle. The plan recognizes the newness and transitional nature of the T&E Process by setting forth a series of assumptions that recognize the many factors impacting the implementation of the Process.

The document seeks to provide the board members with a clear-cut definition of their roles and responsibilities in light of:

(1) The original T&E Legislation (Chapter 212) and the New Jersey Administrative Code.

(2) The Commissioner's directive relative to the 1976/77 T&E operating requirements.

(3) The impact of the new legislation such as Assembly Bills 1503 and 1736.

The data and information is presented in action plan format that includes a mission, objectives, step-by-step procedures, and a 5-year master calendar which highlights the specific activities that must be accomplished according to prescribed timelines. In addition, it offers samples and references to assist board members with this compliance process.

The procedural steps section of the Plan spells out, in detail, what must happen immediately, in the near future, and over the 5-year cycle of the process; while the master calendar seeks to display the key points in a timeline fashion.

ASSUMPTIONS

Certain basic assumptions have been made that will impact the implementation and completion of the T&E Legislation. They are based on what has happened to date relative to the T&E Legislation, plus a factual knowledge of what is occurring at this point in time. The assumptions have been included in order to provide a logical base from which to develop this Action Plan, and to guarantee that the proper options and exceptions are built within the Plan to insure success. Accordingly, consideration of these assumptions will be programmed into the step-by-step procedures section of the Plan. Hopefully, this will enable a Board of Education to fulfill its Roles and Responsibilities in such a way that the T&E Legislation will work in the best interest of the students.

Assumptions

- THAT MODIFICATIONS HAVE AND WILL BE MADE
- THAT LEGISLATION HAS AND WILL BE PASSED
- THAT TIMELINES HAVE AND WILL BE ALTERED
- THAT REQUIREMENT CLARIFICATIONS HAVE AND WILL CHANGE
- THAT ADDITIONAL ADMINISTRATIVE RULINGS WILL BE DELAYED
- THAT FUNDING HAS AND WILL BE DELAYED

These assumptions might also be considered as Constraints to the effective implementation of the T&E Process. Regardless of the connotation, they are real and have a basis in fact.

GLOSSARY OF TERMS

Action Plan: The organization of a goal, objectives, and key events into a program of accomplishment.

Activity: One of a series of actions which must be completed in order to accomplish a key event.

Assessment: A written analysis of the current status of an educational system in terms of achieving its goals and objectives.

Assumption: A fact or statement taken for granted.

Calendarization: Assignment of specific dates to work periods and deadlines in an action plan.

Committee: A group of administrators, teachers, parents, citizens and/or students required to perform a series of activities.

Communications: The relationships involved in the assembly and dissemination of information between the Board of Education, staff, parents, citizens, students, and community groups.

Curriculum: The program of studies to be developed for a school, schools, or district.

Cycle: An interval of time during which a sequence of a recurring succession of events is completed.

Evaluation: Procedures used to determine the value and success of programs, projects, techniques and materials in relation to the achievement of goals, objectives and standards, i.e. the act of making judgments based upon the data gathered.

Goal: A clear, concise statement of educational aspirations and the educational process stated in general terms.

In-Service Training: Programs of orientation, awareness, motivation, and technical methodology prepared for staff members.

Key Event: One of a series of actions which must be completed in order to accomplish an objective.

Management: The procedures to be followed by the responsible party in carrying out a plan or process.

Objective: One of a series of outcomes which must be completed in order to fulfill a goal.

Overview: A concise statement of what is contained in a section, chapter, or other unit of a document.

Procedure: A series of steps followed in a regular, definite order.

Responsibility: The moral or legal obligation for actions taken by an individual or body.

Standards: Procedures and stated levels of proficiency used in determining the extent to which goals and objectives are being met. New Jersey Administrative Code, Title 6, Chapter 8, Subchapter 1. Definitions.

INTRODUCTION

Boards of Education are expected to comply with the requirements of the T&E Process as set forth in the Public Education Act, 1975 (Chapter 212) and the New Jersey Administrative Code, Title 6, Sub-title B. In order to achieve this mission, Boards must first develop an Action Plan through which they can manage their roles and responsibilities. Accordingly, this section presents such a plan of action, based on a foundation of understanding contained in the previous sections of this document.

Before proceeding, one final point of clarification: The requirements relative to the development of an educational plan -- the heart of the T&E Process -- should be reviewed.

6:8-3.1 Educational Plan Requirements

(a) Each district board of education in consultation with the chief school administrator and teaching staff members, as defined in these regulations, shall develop a written educational plan for the district and each school within the district, pursuant to law and this subchapter.

(b) Such plan shall be adopted and implemented annually by the district board of education.

(c) Such plan shall include a proposed time schedule for the implementation of each of the components set forth in this subchapter, and shall identify, on a five-year cycle, both long- and short-range objectives.

(d) Such plan shall include standards established by the district board of education for assessing and evaluating the achievement of its long- and short-range objectives.

(e) The educational plan shall include, but not be limited to, the components set forth in this subchapter.

The most important consideration is the 5-year cycle requirement, which, while supported in fact, has been materially affected by the factors contained in the assumptions section. Of those assumptions, the following will have the most impact on the Action Plan, its procedural steps, and its Master Calendar:

(1) That the Legislature has not passed Assembly Bill 1503.

(2) That the Commissioner's directive sets forth specific reporting requirements for the 1976/77 school year.

Therefore, in order to properly comply, boards of education must examine the 5-year cycle requirement in relation to the 6 stages of the T&E Process, as they are modified by the above. For this purpose, a special 5-year Master Calendar has been developed to insure that the Plan of Action for the Boards' roles and responsibilities fully meets the requirement. Accordingly, lets examine the Plan's Mission and Objectives.

MISSION

To insure compliance with the requirements of Public Education Act of 1975 (Chapter 212) and the New Jersey Administrative Code, Title 6, Sub-title B, plus those schedule modifications required by the Commissioner's directive and any new legislation that might impact Chapter 212.

OBJECTIVES

In order to carry out the foregoing mission, this Plan of Action must undertake and complete the following objectives if it is to effectively serve boards of education.

-1- It must develop a series of procedural steps through which to complete the 5-year T&E Process cycle.

-2- It must develop a 5-year Master Calendar for the 6 stages and special requirements of the T&E Process.

-3- It must pinpoint those steps (activities) to be undertaken during the 1976/77 and 1977/78 school years in order to comply with the Commissioner's directive.

-4- It must provide samples and references as to the what, how, who and when of the T&E Process.

If it successfully fulfills these objectives, boards of education will receive direct and meaningful assistance with the completion of the 1976/77 reporting requirements and the 5-year T&E cycle.

OBJECTIVE #1 Presents a series of procedural steps that represent the content for the Action Plan. The steps are divided into eight sections:

- Pre T&E Activities
- Stage I - Setting Goals/Community Involvement
- Stage II - Setting Objectives and Standards
- Stage III - Identifying and Assessing Needs
- Stage IV - Developing Educational Programs
- Stage V - Evaluating Programs and Progress
- Stage VI - Review and Approval of Proposed Budget
- Post T&E Activities

The information is displayed in tabular format, with four major columns:

-1- Procedural Steps by Stages

Contains seventy (70) steps, divided into the eight sections previously cited, to be completed by Boards of Education or assigned to the Superintendent and/or T&E Coordinator for completion. Underlined material must be completed during 1976-77 and 1977-78.

-2- What - Who - When - How

Contains what must be completed, who should complete it, when it should be completed, and some suggestions as to how it can be done.

-3- Cross References

Contains the source documents that should be referred to for detail and clarification of the procedural step.

-4- Checklist

Contains a series of boxes that should be checked when a procedural step is complete.

It is worthy of note that, although the T&E process is predicated on a five year cycle, all of the six stages in the process will be completed relative to the Basic Skills requirements for 1976-77 and 1977-78. As noted earlier - the Basic Skill requirements are underlined.

Procedural Steps by Stages	What-Who-When-How	Cross References	Checklist
PRE-T&E ACTIVITIES -1- To obtain T&E Legislation, Administrative Code, Primer Guidelines. -2- To complete an in-depth analysis of the T&E Legislation, etc. -3- To fully understand the history and highlights of the Legislation. -4- To consider the planning steps necessary to the six stages in the T&E Process. -5- To hold or attend an Orientation/ Awareness Session for board members. -6- To develop a customized T&E Action Plan. -7- To develop detailed Key events for Action Plan. -8- To make revisions and modifications to the customized T&E A Action Plan.	What: Complete the time-line Pre-T&E activities Who: Board/Supt./T&E Coordinator and Administrators When: September through November, 1976 How: Board work sessions Awareness sessions Reading & Study time	-1- NJSBA Roles & Responsibilities Handbook. -a- N. J. State Ed. Goals -b- T&E History -c- Six Stages in T&E Process -d- Customized Action Plan -e- Resource File -2- T&E Legislation, Administrative Code, and Primer. -3- State Dept. of Ed. Documents: -a- Ed. Planning in Local School District: - Comprehensive Planning (Reporting Form for 12/1/76 - T&E Management Plan 1976-77) - Basic Skills (Reporting Form for 12/1/76 - Basic Skills Management Plan 1976-77) - Community Participation -b- Budget Preparation Guide Pursuant to Chapter 212, Laws of 1975 and NJAC-6 (Report form for Program improvement, Page 12)	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Procedural Steps by Stages	What-Who-When-How	Cross References	Checklist
PRE-T&E ACTIVITIES (continued)		-4- See this document's Master Calendar for 1976/77 School Year.	
-9- To hold an orientation for administrators/staff.		-5- See State Forms in Appendix	☐
-10- To assign administrators and staff members to T&E responsibilities.			☐
-11- To have a board/administration/staff review of State Ed. Standards.			☐
-12- To review and discuss New Jersey State Goals.			
STAGE I - SETTING GOALS/ COMMUNITY INVOLVEMENT		NOTE	
-13- To review the 1976/77 T&E reporting requirements (Chapter 212), Laws of 1975).	What: Complete procedural steps 13 thru 27.	Utilize same references as cited in the Pre-T&E Activities plus:	☐
-14- To prepare the required procedures and plans for the December 1, 1976 report.	Who: Board/Supt./T&E Coordinator/Administrators/Staff/ Committees	-6- See Companion Document #2 Committee Guidelines	☐
Reference: Commissioner's Directive.	When: September through November 1976 for items 13 and 14.	-7- See Abstract of Commissioner Fred G. Burke Memorandum of August 25, 1976 (NJSBA Roles & Responsibility Handbook.	
Reference: See Appendix for Appropriate Forms.			

Procedural Steps by Stages	What-Who-When-How	Cross References	Checklist
STAGE 1 (Continued)	September through June for items 15 through 27.		
-15- To consider and select a Community involvement process.	How: Board work Sessions Committee Meetings Public Hearings Survey (if desired) Report Preparation Goal Development Technique Review		☐
-16- To prepare and submit Community News Releases and plan public awareness sessions.			☐
-17- To establish guidelines for the community involvement process.			☐
-18- To determine the committee directions for implementing the T&E Process. Companion Document #2 suggests: • Steering (Advisory) Committee • Contextual Committee • Goal Development Committee • Educational Objectives Committee • Needs Assessment Committee • Program Develop. Committee • Evaluation Committee		-18- NOTE Please review "Committee Guidelines, Companion Document #2" for clarification and direction.	☐
-19- To recruit a Steering (Advisory) Committee.			☐

Procedural Steps by Stages	What-Who-When-How	Cross References	Checklist
STAGE 1 (Continued)			
-20- To hold an orientation/training session for these committees.			☐
-21- To design and develop (review current literature) a community contextual information/goal development procedure.			☐
-22- To review the procedure with the Board.			☐
-23- To carry out Contextual Information/Goal Development activities.			☐
-24- To compile and analyze results and prepare a report of contextual/goal development activities.			☐
-25- To give public notice of the proposed goals and provide an opportunity for public comments.			☐
-26- To adopt the district goals and community profile.			☐
-27- To prepare a special goal statement for subsequent submission to the State.			☐

Procedural Steps by Stages	What-Who-When-How	Cross References	Checklist
STAGE II - SETTING OBJECTIVES AND STANDARDS			
-28- To review Title 6: Chapter 8-3.3 (Chapter 212, Laws of 1975).	What: Complete procedural steps 13 thru 27.	NOTE Utilize the same references cited in STAGE I, plus:	☐
-29- To obtain sample copies of Goals and Objectives from other school districts, states, etc.	Who: Board/Supt./T&E Coordinator/Administrators/Staff/Committees	-8- MODELOG, A Comprehensive Educational Planning Component Models, 1975.	☐
-30- To appoint the Educational Objectives Committee.	When: September through November, 1976 for procedures for Improving Basic Skills.		☐
-31- To develop written educational objectives and standards: • Basic skills in communications and computation are the first target. • Minimum proficiency standards must also be included -- see Assembly Bill 1736, and Task Force Report.	September 1976 through June, 1977 for Basic Skills Objectives & Standards.		☐
-32- To review - modify - adopt objectives and standards for subsequent committee utilization, staff implementation, and inclusion in the Educational Plan.	September 1976 through June, 1978 for all other objectives and standards.		☐

Procedural Steps by Stages	What-Who-When-How	Cross References	Checklist
STAGE II - SETTING OBJECTIVES AND STANDARDS (Continued)	How: Board work sessions Committee Meetings Data Collection Objectives and Standards review Individual staff Subject Reports Report Preparation		
STAGE III - IDENTIFYING AND ASSESSING NEEDS -33- To review Title 6: Chapter 8-3.4 (Chapter 212, Laws of 1975). -34- To obtain sample materials -35- To appoint the Needs Assessment Committee. -36- To develop and implement a pupil needs assessment procedure. • Results for the Basic Skills in Communications and Computation should be drawn from EAP information and other tests used in the district.	What: Complete procedural steps 33 through 38 Who: Board/Supt./Administrators/Staff/Committees When: September 1976 through June 1977 for Basic Skills September 1976 through June 1980 for all other Goals and Objectives.	NOTE Utilize the same references cited in STAGE II.	☐ ☐ ☐ ☐

Procedural Steps by Stages	What-Who-When-How	Cross References	Checklist
STAGE III - IDENTIFYING AND ASSESSING NEEDS (Cont'd) -37- To review - modify - adopt a pupil needs assessment procedure for subsequent committee utilization and inclusion in the Educational program. -38- To prepare a summary report for Stages I, II, and III - content for Educational Program Development Stage IV.	How: Board work Sessions Committee Meetings Data Collection Assessment concepts reviewed Individual Staff subject reports Report Preparation		☐ ☐
STAGE IV - DEVELOPING EDUCATIONAL PROGRAMS -39- To review Title 6: Chapter 8-3.4 (Chapter 212, Laws of 1975). -40- To appoint the Program Development Committee. -41- To design and develop an Educational Plan format including data and information from Stage I through III. -42- To consider program alternatives -- select new or modified programs.	What: Complete procedural steps 39 through 49 Who: Board/Supt./T&E Coordinator/Administrators/Staff Committees, etc. When: September 1976 through June 1977 for Basic Skills	NOTE Utilize the same references cited in STAGE III	☐ ☐ ☐ ☐

Procedural Steps by Stages	What-Who-When-How	Cross References	Checklist
STAGE IV - DEVELOPING EDUCATIONAL PROGRAMS (Continued)	September 1976 through June 1980 for all other Educational Programs.		
-43- To develop a comprehensive educational program (curriculum) that complies with Administrative Code 6:8-3.5 through 6:8-4.4.	How: Board work Sessions Committee Meetings Data Collection Review of materials from Stage I, II, &III Preparation of Ed. Program (Curriculum) reports correlation into "Educational Plan"		☐
-44- To prepare the educational program for review - modification - approval by the Steering (Advisory) Committee and Board of Education.			☐
-45- To combine the results of Stages I, II, III, & IV into the District's "Educational Plan."			☐
-46- To assign responsibility to the Superintendent/T&E Coordinator Administrators/Staff/Committee Members/etc. for the completion of the requirements set forth in Title 6: Chapter 8.4 including: 8.4.1 Reporting pupil progress 8.4.2 Promotion & Graduation 8.4.3 Staffing 8.4.4 In-service Programs 8.4.5 Instr. materials & equipment.			☐

Procedural Steps by Stages	What-Who-When-How	Cross References	Checklist
STAGE IV - DEVELOPING EDUCATIONAL PROGRAMS (Continued) 8.4.6 School Community Relations 8.4.7 Administrative Procedures 8.4.8 School Facilities • Special attention must be given to the development of improvement programs for the Basic Skills. • Procedures are to be developed for 1976/77 and improvements to be implemented for 1977/78			
-47- To combine the materials of Title 6: Chapter 8.4 with the results of Stages I, II, III & IV for inclusion in the district's "Educational Plan."			☐
-48- To develop and implement an Action Plan through which to carry out the Educational Programs contained in the "Educational Plan."			☐

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Procedural Steps by Stages	What-Who-When-How	Cross References	Checklist
STAGE V - EVALUATING PROGRAMS AND PROGRESS		NOTE Utilize the same references as cited in STAGE IV	
-49- To review Title 6: Chapter 8-6.1 (Chapter 212, Laws of 1975).	What: Complete procedural steps 49-54		☐
-50- To develop and implement an Action Plan through which to examine the success of the Educational Programs implemented.	Who: Board/Supt./T&E Coordinator/Administrators/Staff Committees, etc.		☐
-51- To develop and submit a progress report on the various Educational Program examined. • Special report on Basic Skills 1976-77 and 1977-78	When: September 1976 through June 1977 for Basic Skills September 1976 through June 1981 for all other Goals and Objectives		☐
-52- To prepare and present a report on the results of the Action Plan procedures.	How: Board work Sessions Committee Meetings		☐
-53- To redevelop the process in light of the results in order to improve the attainment of the Goals.	Data Collection Instruments designed by individual staff		☐
-54- To include the results of Stage V in subsequent educational programs and the districts "Educational Plan"	Report Preparation Program Revisions		☐

Procedural Steps by Stages	What-Who-When-How	Cross References	Checklist
STAGE VI - REVIEW AND APPROVAL OF PROPOSED BUDGET		NOTE	
-55- To review Title 6: Chapter 8-5.1 (Chapter 212, Laws of 1975)	What: Complete procedural steps 55-59	Utilize same references cited in STAGE V	☐
-56- To develop an Action Plan through which to comply with the "Review and Approval of Proposed Budget" requirements.	Who: Same as IV and V		☐
-57- To include Basic Skills in Program Oriented Format for 1976-77 and 1977-78.	When: September through November 1976 for Basic Skills program oriented budgets		☐
-58- To develop and approve the proposed budget document - submit to County Superintendent.	September through November 1977 for program oriented budgets in areas identified for Educational Improvements programs		☐
-59- To follow all other budget requirements and timelines as provided by the State Department of Education.	September 1976 through November 1978 for completion of the conversion to program budgeting - the 1979-80 budget		☐
-60- To complete the first budget cycle under the T&E process by December 1, 1977.	How: Board work sessions Superintendent/Board		☐

Procedural Steps by Stages	What-Who-When-How	Cross References	Checklist
STAGE VI - REVIEW AND APPROVAL OF PROPOSED BUDGET (Continued)	Secretary/Business Administrator reports Board Committee work sessions and reviews Proposed budget presentations Proposed budget voting		
POST T&E ACTIVITIES (Not within the Six Stages) -61- To develop a procedural plan through which to comply with the Annual Evaluation. -62- To develop and submit the annual Progress Report, effective July 1 each year (Title 6: Chapter 8-6.1). -63- To develop a procedural plan through which to comply with the Classification and Notification requirements.	What: Complete procedural steps 61-70 Who: Board/Superintendent/T&E Coordinator When: January through June 1977, 1978, 1979, 1980, 1981 How: Board work sessions Data collection Annual Report preparation	NOTE Utilize the same references cited in Stage II of the T&E process. Attention is called to State's Budget Preparation Guide pursuant to Chapter 212, Laws of 1975 and N.J.A.C. - 6 (Report Form for Program Improvement, page 12).	☐ ☐ ☐

Procedural Steps by Stages	What-Who-When-How	Cross References	Checklist
POST T&E ACTIVITIES (Continued)	County Office review Public Hearing		
-64- To present a report to the community relative to the Annual Progress Report and Evaluation.			☐
-65- To develop a Contingency Plan for response to a conditionally approved or unapproved classification.			☐
-66- To understand and be conversant with the Commissioner's corrective powers, such as remedial plans, plenary hearings, budget and instructive programs.			☐
-67- To understand and be conversant with the authority vested in the State Board of Education.			☐
-68- To understand fully the legal ramifications of an appeal to the Superior Court.			☐
-69- To develop a Master Checklist for the annual requirements relative to within the five (5) year cycle.			☐

Procedural Steps by Stages	What-Who-When-How	Cross References	Checklist
POST T&E ACTIVITIES (Continued) -70- To review and revise the total T&E Process (within the frame-work of Chapter 212) so as to improve its management in the years ahead.			☐

OBJECTIVE #2 Presents a Master Calendar for six (6) stages of the T&E Process, the Pre- and Post- Activities, and the special requirements set forth for 1976-77 and 1977-78. The Calendar presents the highlights of what must be done for the Pre-Post Activities and the Six Stages in each of the five years included in the T&E cycle. The highlights are sequenced so as to phase out (or complete) one stage and move to the next stage, ultimately introducing the Pre-T&E Activities for the second five year cycle during the 1980-81 school year.

Thereafter, the Master Calendar has been developed in tabular format, sequenced left to right. The first column contains the Pre- Post T&E Activities, plus the six T&E Planning Stages. The five columns to follow are sequenced for school years 1976-77 through 1980-81, with each column containing the highlights of what is to be developed and/or completed.

MASTER CALENDAR

Six Stages in the T&E Process	School Year #1 1976-77	School Year #2 1977-78	School Year #3 1978-79	School Year #4 1979-80	School Year #5 1980-81
Pre T&E Activities	• Includes Procedural Steps 1 through 12 - represents key activities that should be completed prior to the formal initiation of Stage #1.	• Completed	• Completed	• Completed	• Completed
Stage #1 Goal Development and Community Involvement	• Commissioner's Directive for 1976-77 T&E Reporting requirements. • Report due December 1, 1976. • Report due July 1, 1977. • See Procedural Steps 13 through 26.	• Completed	• Completed	• Completed	• Pre T&E activities for second five-year cycle.
Stage #2 Objectives/Goal Indicators and Standards	• Commissioner's Directive for 1976-77 T&E Reporting requirements. • Procedures for improving basic skills. • See Procedural Steps 28 through 32.	• Complete Objectives/Goal Indicators and Standards for all other Goals (Basic Skills completed in 1976/77). • Recheck Procedural Steps 28 through 32.	• Completed	• Completed	• Pre T&E activities for second five-year cycle
Stage #3 Needs Assessment	• Commissioner's Directive for 1976/77 T&E Reporting requirements. • Minimum Proficiency Standards Assembly Bill 1736. • Basic Skills: Language Arts/ Reading and Math. • Use existing data from Ed. Assessment Program (EAP) and other tests used in the district. • See Procedural Steps 33 through 38.	• Complete Needs Assessment for Objectives/Goal Indicators and standards for all other Goals (Basic Skills completed in 1976/77).	• Completed • Could be an additional round of review of test results based on minimum proficiency standards testing.	• Review current minimum proficiency standards test data.	• Pre T&E activities for second five-year cycle. • Review current minimum proficiency standards test data.
Stage #4 Educational Programs	• Commissioners Directive for 1976/77 T&E Reporting Requirements. • Basic Skills: Programs (activities) must be developed. • See procedural steps 39 through 48.	• Implement Educational Programs developed for Basic Skills Goals. • Select other Goals wherein a need exists and develop educational programs. • Recheck Procedural Steps 39 through 48.	• Select other goals wherein a need exists and develo educational programs. • Implement any educational programs developed during the 1977-78 school year. • Complete any carry-over of Basic Skills Educational Programs implemented during the 1977-78 school year. • Recheck procedural steps through the 1977-78 school year.	• Select other goals wherein a need exists and develop educational programs. • Implement any educational programs developed during the 1978-79 school year. • Recheck procedural steps through the 1978-79 school year.	• Implement any educational programs developed during the 1979-80 school year. • Complete any carry-over of Basic Skills Educational programs implemented during the 1979-80 school year. • Pre T&E activities for second five-year cycle.
Stage #5 Measuring Educational Program Effectiveness	• Commissioners Directive for 1976/77 T&E Reporting Requirements. • Basic Skills: Measure effectiveness of programs (activities) implemented. • See procedural steps 49 through 54.	• Measure the effectiveness of the Basic Skills educational procedures developed during the 1976-77 school year and implemented during the year. • Prepare measurement procedures for any additional educational programs started for implementation during 1978-79. • Recheck Procedural Steps 49 through 54.	• Measure the effectiveness of any educational programs developed in 1977-78 and implemented during 1978-79 • Complete any followup on measurement activities undertaken on Basic Skills Programs during the 1977-78 school year. • Recheck procedural steps 49 through 54.	• Measure the effectiveness of any educational programs developed in 1978-79 and implemented during 1979-80. • Complete any followup on measurement activities undertaken on educational programs during the 1978-79 school year. • Recheck procedural steps 49 through 54.	• Measure the effectiveness of any educational programs developed in 1979-80 and implemented during 1980-81. • Complete any followup on measurement activities undertaken on educational programs during the 1979-80 school year. • Recheck procedural steps 49 through 54. • Pre- T&E activities for second five-year cycle.

T&E PROCESS ACTION PLAN

MASTER CALENDAR

NJSBA

Six Stages in the T&E Process	School Year #1 1976-77	School Year #2 1977-78	School Year #3 1978-79	School Year #4 1979-80	School Year #5 1980-81
Stage #6 Budget Review	• Commissioners' Directive for 1976/77 T&E Reporting Requirements. • T&E Funding - Assembly Bill 1503. • Basic Skills: Program oriented Format. • See Procedural Steps 55 through 60.	• Develop program oriented budgets for any additional Goals selected for the development and implementation of an educational program during the 1978/79 school year. • Include any additional budgets for Basic Skills educational programs not completed during 1977/78. • Recheck Procedural Steps 55 through 60.	• Develop program-oriented budgets for any additional goals selected for the development and implementation of an educational program during the 1979-80 school year. • Include any additional budgets for educational program improvements budgeted for 1978-79, but not completed. • Recheck procedural steps 55 through 60 .	• Develop program-oriented budgets for any additional goals selected for the development and implementation of an educational program during the 1980-81 school year. • Include any additional budgets for educational program improvements budgeted for 1979-80, but not completed. • Recheck procedural steps 55 through 60 .	• Pre- T&E activities for second five-year cycle • Include any additional budgets for educational program improvements budgeted for 1979-80, but not completed. • Recheck procedural steps 55 through 60 .
Post T&E Activities	• Complete Procedural Steps 61 through 70.	• Complete Procedural Steps 61 through 70	• Complete procedural steps 61 through 70.	• Complete procedural steps 61 through 70.	• Complete procedural steps 61 through 70.

OBJECTIVE #3 This is accomplished through the steps contained in the Procedural Step table and the highlights contained in the Master Calendar table.

OBJECTIVE #4 This is accomplished through the inclusion of the Appendix which provides the key references and reporting forms and the "What-Who-When-How" column in the Procedural Step table.

APPENDIX

The basic data and information referenced in this Companion Document are contained in four volumes:

N.J. Department of Education: Educational Planning in the Local School District

(1) Comprehensive Planning
(2) Community Participation
(3) Basic Skills
(4) Budget Preparation Guide

Inasmuch as the size of these materials precluded their inclusion in this Appendix, we have abstracted from each the reporting forms to be used as a part of the T&E requirements and include them herein:

(1) Thorough and Efficient Management Plan, 1976-77
(2) Basic Skills Management Plan, 1976-77
(3) Budget Guide: Priority Improvement Program Schedule and Narrative.

Finally, we are including an abstract of Commissioner Fred G. Burke's memorandum of August 25, 1976 as this was the greatest impact on T&E requirements for the school years 1976-77 and 1977-78.

NJDE 907 2 (8/76)

USE YELLOW COPY FOR DISTRICT REPORT
USE WHITE COPY FOR SCHOOL REPORT

MIS NO. 068006
EXP. DATE 6/30/77

NEW JERSEY DEPARTMENT OF EDUCATION
OFFICE OF THE COMMISSIONER
225 WEST STATE STREET
TRENTON, NEW JERSEY 08625

REPORTING FORM
FOR DECEMBER 1, 1976

THOROUGH AND EFFICIENT MANAGEMENT PLAN 1976-1977

PUBLIC SCHOOL EDUCATION ACT OF 1975
CHAPTER 212

ALL DISTRICTS AND SCHOOLS ARE REQUIRED TO SUBMIT PLANNED ACTIVITIES AND SUPPORTING INFORMATION FOCUSING ON THEIR T & E EFFORTS. THE DATA GATHERED HERE WILL BE USED BY THE COUNTY OFFICE, THE STATE DEPARTMENT OF EDUCATION, AND THE LEGISLATURE TO MONITOR THE PROGRESS OF EACH DISTRICT'S T & E PLANS.

CHECK ONE: ☐ DISTRICT REPORT ☐ SCHOOL REPORT

COUNTY	DISTRICT	SCHOOL (IF APPLICABLE)

NAME OF DISTRICT SUPERINTENDENT/PRINCIPAL	SIGNATURE	DATE

RETURN COMPLETED FORM TO COUNTY SUPERINTENDENT ON OR BEFORE DECEMBER 1, 1976

THOROUGH AND EFFICIENT MANAGEMENT PLAN 1976-77

SCOPE:

ACTIVITY AREAS - CHECK THE BOXES FOR THE ACTIVITIES (GOAL SETTING, ASSESSMENT, ETC.) IN WHICH YOUR SCHOOL OR DISTRICT WILL BE ENGAGED DURING THE 1976-77 SCHOOL YEAR.

- A. ☐ GOAL SETTING
- B. ☐ OBJECTIVES, STANDARDS, AND INDICATORS
- C. ☐ NEEDS ASSESSMENT
- D. ☐ PROGRAM DEVELOPMENT
- E. ☐ PROGRAM EVALUATION

GENERAL STATEMENT OF SCOPE – PROVIDE A BRIEF GENERAL STATEMENT OF WHAT YOU INTEND TO ACCOMPLISH THIS YEAR.

THOROUGH AND EFFICIENT MANAGEMENT PLAN

II. ACTIVITIES, TIMELINES, AND IMPLEMENTATION (1976–77) – FOR EACH BOX CHECKED IN SECTION I (ACTIVITY AREAS), STATE THE SPECIFIC ACTIVITIES TO BE ACCOMPLISHED IN 1976–77, TIMELINES FOR EACH ACTIVITY, THE NAME OF THE PERSON RESPONSIBLE FOR THIS ACTIVITY, AND THE PERCENT OF TIME HE/SHE DEVOTES TO ACTIVITY.

		ACTIVITIES TO BE ACCOMPLISHED	TIMELINE FOR THIS ACTIVITY FROM MO. DAY YEAR	TIMELINE FOR THIS ACTIVITY TO MO. DAY YEAR	NAME OF PERSON RESPONSIBLE FOR ACTIVITY	Percent (%) Time spent on Activity
A. GOAL SETTING	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					
	10					
	11					
B. DEVELOPMENT OF OBJECTIVES STANDARDS, AND INDICATORS	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					
	10					
	11					

USE ADDITIONAL SHEETS IF NECESSARY

THOROUGH AND EFFICIENT MANAGEMENT PLAN

II. ACTIVITIES, TIMELINES, AND IMPLEMENTATION (1976–77) – Continued

		ACTIVITIES TO BE ACCOMPLISHED	TIMELINE FOR THIS ACTIVITY FROM MO. DAY YEAR	TIMELINE FOR THIS ACTIVITY TO MO. DAY YEAR	NAME OF PERSON RESPONSIBLE FOR ACTIVITY	Percent (%) Time spent on Activity
C. NEEDS ASSESSMENT	1					
	2					
	3					
	4					
	5					
	6					
	7					
D. PROGRAM DEVELOPMENT OR SELECTION	1					
	2					
	3					
	4					
	5					
	6					
	7					
E. PROGRAM EVALUATION	1					
	2					
	3					
	4					
	5					
	6					
	7					

USE ADDITIONAL SHEETS IF NECESSARY

THOROUGH AND EFFICIENT MANAGEMENT TEAM 1976-77

III. T & E MANAGEMENT TEAM

IDENTIFY BY NAME, POSITION TITLE, AND POSITION CODE* THE PERSONS RESPONSIBLE FOR ADVISING & COORDINATING THE FIVE T & E ACTIVITY AREAS FOR 1976-77.

FOR THE DISTRICT REPORT, ENTER ONLY CENTRAL ADMINISTRATION PERSONS IN THE TEACHING STAFF MEMBER COLUMN. DO NOT DUPLICATE SCHOOL STAFF MEMBERS REPORTED BY INDIVIDUAL SCHOOLS.

	A. TEACHING STAFF MEMBERS — INCLUDE ALL TEACHERS, PRINCIPALS, VICE-PRINCIPALS, SUPERINTENDENTS, ASSISTANT SUPERINTENDENTS, SCHOOL NURSES, AND OTHER EMPLOYEES IN POSITIONS WHICH REQUIRE THEM TO HOLD APPROPRIATE CERTIFICATES ISSUED BY THE BOARD OF EXAMINERS, SERVING IN SCHOOL DISTRICT, OR UNDER BOARDS OF EDUCATION			B. COMMUNITY MEMBERS AND REPRESENTATIVES	C. STUDENT REPRESENTATIVES
	NAME	POSITION TITLE	POSITION CODE*	NAME	NAME
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
TOTAL					

* EACH POSITION HAS A NUMBERICAL CODE. SEE THE ATTACHED LIST FOR THE APPROPRIATE CODE. CODE NUMBERS ARE SIMILAR TO THOSE ISSUED FOR COMPLETING THE FALL REPORT.

DISTRICT OR SCHOOL PERSON IDENTIFIED TO COORDINATE ALL T & E ACTIVITIES		
NAME	POSITION	PHONE

USE ADDITIONAL SHEETS IF NECESSARY

907-3 (8/76)

USE YELLOW COPY FOR DISTRICT REPORT
USE WHITE COPY FOR SCHOOL REPORT

NEW JERSEY DEPARTMENT OF EDUCATION
OFFICE OF THE COMMISSIONER
225 WEST STATE STREET
TRENTON, NEW JERSEY 08625

REPORTING FORM
FOR DECEMBER 1, 1976

BASIC SKILLS MANAGEMENT PLAN 1976-1977

PUBLIC SCHOOL EDUCATION ACT OF 1975
CHAPTER 212

ALL SCHOOLS AND DISTRICTS ARE REQUIRED TO SUBMIT A MANAGEMENT PLAN FOR THE BASIC SKILLS OF COMMUNICATIONS AND COMPUTATION FOR THE REMAINDER OF 1976-77. AS A MINIMUM, THE PLAN SHOULD INCLUDE READING/LANGUAGE ARTS AND MATH FOR THE GRADE-SPAN OF THE SCHOOL OR DISTRICT. REFER TO YOUR STATE COMPENSATORY EDUCATION PROGRAM AND OR YOUR RIGHT TO READ PROGRAM FOR SUPPORTING INFORMATION.

CHECK ONE: ☐ DISTRICT REPORT ☐ SCHOOL REPORT

COUNTY	DISTRICT	SCHOOL (IF APPLICABLE)

NAME OF DISTRICT SUPERINTENDENT/PRINCIPAL	SIGNATURE	DATE

RETURN COMPLETED FORM TO COUNTY SUPERINTENDENT ON OR BEFORE DECEMBER 1, 1976

BASIC SKILLS MANAGEMENT PLAN 1976-77

I. NEEDS IDENTIFICATION

ACCORDING TO CHAPTER 212 AND THE NEW JERSEY ADMINISTRATIVE CODE, ALL DISTRICTS ARE REQUIRED TO HAVE BASIC SKILLS GOALS. THROUGH THE STATE-WIDE ASSESSMENT PROGRAM AND LOCALLY DETERMINED ASSESSMENT TECHNIQUES, ALL DISTRICTS WILL HAVE SOME NEEDS IDENTIFICATION DATA ON BASIC SKILLS (AND OTHER PROGRAMS) FROM PREVIOUS YEARS. USE THIS EXISTING INFORMATION TO COMPLETE THIS SECTION. LIST LANGUAGE ARTS/READING NEEDS FIRST, AND THEN INDICATE IN THE FIRST COLUMN WHETHER THE IDENTIFIED NEED IS IN LANGUAGE ARTS/READING OR MATH (COMPUTATION).

	CHECK ONE		A	B	C	D
	LANG. ARTS/ READ-ING	MATH	GRADE GRADE/ CLUSTER	MATERIALS AND DATA SOURCES USED TO IDENTIFY NEEDS	IDENTIFIED NEEDS	CHECK IF NEED IS TO BE AD-DRESSED IN 1976-1977
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						

BASIC SKILLS MANAGEMENT PLAN 1976-77

II. ACTIVITIES, TIMELINES, IMPLEMENTATION 1976–77

FOR THOSE ACTIVITIES IN SECTION I WHICH WERE CHECKED IN COLUMN D (TO BE ADDRESSED IN 1976–77), DESCRIBE THE ACTIVITIES PLANNED TO ALLEVIATE IDENTIFIED NEEDS, CHECK WHETHER THE ACTIVITY IS INSTRUCTIONAL (I) OR SERVICE (S); INDICATE PROJECTED TIMELINE, AND THE PROPOSED EVALUATION METHODS/TECHNIQUES PLEASE ENTER THIS INFORMATION ON THE SAME NUMBERED LINE AS THE LINE ON THE PREVIOUS PAGE CORRESPONDING TO THE IDENTIFIED NEED

	E	F		G		H
	ACTIVITIES PLANNED FOR ALLEVIATING NEEDS	CHECK ONE		TIMELINE		PROPOSED EVALUATION METHODS/TECHNIQUES
		I	S	FROM Mo. Day Yr.	TO Mo. Day Yr.	
1		☐	☐			
2		☐	☐			
3		☐	☐			
4		☐	☐			
5		☐	☐			
6		☐	☐			
7		☐	☐			
8		☐	☐			
9		☐	☐			
10		☐	☐			
11		☐	☐			
12		☐	☐			
13		☐	☐			
14		☐	☐			
15		☐	☐			
16		☐	☐			
17		☐	☐			
18		☐	☐			
19		☐	☐			

USE ADDITIONAL SHEETS IF NECESSARY

BASIC SKILLS MANAGEMENT PLAN 1976-77

III. BASIC SKILLS MANAGEMENT TEAM

IDENTIFY BY NAME, POSITION TITLE, AND POSITION CODE* THE PERSONS RESPONSIBLE FOR ADVISING AND COORDINATING BASIC SKILLS ACTIVITIES FOR 1976-77.

FOR THE DISTRICT REPORT, ENTER ONLY CENTRAL ADMINISTRATION PERSONS IN THE TEACHING STAFF MEMBER COLUMN. DO NOT DUPLICATE SCHOOL STAFF MEMBERS REPORTED BY INDIVIDUAL SCHOOLS.

	A. TEACHING STAFF MEMBERS: INCLUDE ALL TEACHERS, PRINCIPALS, VICE-PRINCIPALS, SUPERINTENDENTS, ASSISTANT SUPERINTENDENTS, SCHOOL NURSES, AND OTHER EMPLOYEES IN POSITIONS WHICH REQUIRE THEM TO HOLD APPROPRIATE CERTIFICATES ISSUED BY THE BOARD OF EXAMINERS, SERVING IN SCHOOL DISTRICT, OR UNDER BOARDS OF EDUCATION.			B. COMMUNITY MEMBERS AND REPRESENTATIVES	C. STUDENT REPRESENTATIVES
	NAME	POSITION TITLE	POSITION CODE*	NAME	NAME
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
TOTAL					

* EACH POSITION HAS A NUMBERICAL CODE. SEE THE ATTACHED LIST FOR THE APPROPRIATE CODE. CODE NUMBERS ARE SIMILAR TO THOSE ISSUED FOR COMPLETING THE FALL REPORT.

DISTRICT OR SCHOOL PERSON IDENTIFIED TO COORDINATE ALL BASIC SKILLS ACTIVITIES		
NAME	POSITION	PHONE

USE ADDITIONAL SHEETS IF NECESSARY

NEW JERSEY DEPARTMENT OF EDUCATION
OFFICE OF THE COMMISSIONER
225 West State Street
Trenton, New Jersey 08625

REPORTING FORM
FOR DECEMBER 1, 1976

PRIORITY IMPROVEMENT PROGRAM
SCHEDULE AND NARRATIVE

CHECK ONE: ☐ DISTRICT REPORT ☐ SCHOOL REPORT

COUNTY	DISTRICT	SCHOOL (IF APPLICABLE)

NAME OF DISTRICT SUPERINTENDENT OR PRINCIPAL	SIGNATURE	DATE

STATE OF NEW JERSEY - DEPARTMENT OF EDUCATION
DIVISION OF ADMINISTRATION
AND FINANCE

Page 12
Date Issued 9/1/76
Effective Date 9/1/76

Subject: BUDGET GUIDE

Priority Improvement Program Schedule and Narrative

NAME OF PROGRAM _____

Complete one page for each improvement program included in column 8 of the detailed budget, and attach a brief improvement program narrative which should include but not necessarily be limited to the following: *

a) Objectives
b) Target population
c) Anticipated outcomes
d) Relationship to existing programs

IMPROVEMENT PROGRAM SCHEDULE

LINE ACCT. #	No. OF POSITIONS	EST. APPROV. INCLUDED IN COLUMN 8

* In future years more detailed program description will be required.

T&E OBLIGATIONS

1976-1977 SCHOOL YEAR

ABSTRACT
OF
COMMISSIONER FRED G. BURKE
MEMORANDUM OF AUGUST 25, 1976

Prepared by:
Research for Better Schools

PURPOSE: To assist local school districts to understand their obligations during the 1976-77 school year.

THREE OBLIGATIONS: DEVELOP AND IMPLEMENT PROCEDURES FOR:

1. Initiating short and long term educational planning.
2. Improving the basic skills in language arts/reading/mathematics for 1976-77 and 1977-78.
3. Initiating Program-oriented budgeting techniques.

OTHER REQUIREMENTS ARE NOT EXCLUDED.

STATE DEPARTMENT HELP WILL BE PROVIDED VIA EIC's AND COUNTY OFFICES.

REPORTING REQUIREMENTS AND DATES:

	REPORT DUE
Procedures for Implementing T&E in 1976-77..... including:	December 1, 1976
• Plans for orienting community, staff, and students in the planning process.	
• Plans for involving community, staff, and students in the planning process.	
• Plans to implement at least one major step of the planning process.	
Procedures for Improving the Basic Skills..... including:	December 1, 1976
• Improvements to be achieved in 1976-77.	
• Improvements to be implemented in 1977-78. Additional or new costs should be budgeted on program-oriented format.	
Proposed annual budget for 1977-78 in line item format with new improvement programs identified separately in program oriented format as well as in the line item.	December 1, 1976

FORMS FOR DECEMBER 1, 1976 REPORTING WILL BE AVAILABLE IN SEPTEMBER.

	REPORT DUE
Report on the district's progress in comprehensive educational planning, basic skills improvement and the development of program-oriented budgeting.	July 1, 1977
Management plan for implementing T&E in the school year 1977-78, including procedures for community participation.	July 1, 1977
Annual Report required by NJAC 6:8-6.1.	July 1, 1977

FORMS FOR JULY 1, 1977 REPORTING WILL BE AVAILABLE JANUARY, 1977.

OBLIGATIONS IN COMPREHENSIVE EDUCATIONAL PLANNING

1976-77

Each district expected to plan, implement and show progress in at least one major step in the planning process. (six T&E steps)

When a district develops management procedures for planning, the following should be included:

- Clear definition of scope of work.
- Identification of a management structure for planning.
- Outline of activities necessary to achieve the procedures.
- Identification of personnel who will implement.
- Timelines for completing the procedures.

The five items above provide the basis information for developing the report on procedures due December 1, 1976.

"Self-Evaluation Checklists for Annual Approval" to be available September 1976 for Affirmative Action, Bilingual, Compensatory Education, Special Education, Vocational Education, etc.

OBLIGATIONS IN BASIC SKILLS

1976-77 - Three efforts:

- The development and implementation of activities to achieve immediate, short term improvement during the 1976-77 school year.

- A plan of activities for improvement to meet local minimum standards in the existing basic skills program during the 1977-78 school year.

- The development of procedures, including a needs assessment in basic skills, will be required as the basis for program improvement to meet local and state minimum standards for 1978-79. These program improvements will appear in the proposed budged due December 1, 1977.

1977-78

- Implement the improvement plan proposed in 1976-77.

- Activities should complement earlier efforts.

Suggested Management Procedures for 1976-77 and 1977-78 school years

- Task force formed to examine needs and plan.
- Task force identify program needs.
- Activities identified for accomplishment during 1976-77.
- Selected steps, activities and/or program components for the 1977-78 improvement plan identified.
- Present output from above two step to Superintendent and school board NLT November 1976.
- Anticipated cost for implementing the 1977-78 improvement plan submitted to Superintendent and Board ASAP. Information will provide the basis for budget planning in basic skills for 1977-78. Should be presented prior to December 1, 1976.

Planning for basic skills for 1976-77 should be blended into the comprehensive planning process in the spring of 1977.

OBLIGATIONS IN BUDGETING

1977-78 Budget

Remain in line item format.
Budget form A100-104 has been modified so that appropriations for Chapter 212 improvement programs may be reported separately as programs.

In future years, the Annual Report submitted to County Superintendents on July 1 will be the basis of budget review.

After the 1977-78 budget, district budget reports will be program-oriented.

Planning for a future program-oriented budget includes:

- Task force appointed to prepare a long-range timetable to guide the district's conversion to program oriented budgeting.
- Primary task will be to identify existing programs and display the relationship between them in a program structure.
- County level training seminars will be provided to aid district administrators.
- Prior to the creation of the 1978-79 budget, the certified 1977-78 budget will be recast into the format of the program structure. The purpose is to identify a cost figure for existing programs in order to assist in planning for 1978-79.

BIBLIOGRAPHY

-1- Budget Preparation Guide, Pursuant to Chapter 212, Laws of 1975 and NJAC 6, New Jersey Department of Education, Division of Administration and Finance.

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-3- Curriculum and Instruction: Planning Improvement, Tumulty, S., Casini, B., and Comer, K., Research for Better Schools, Inc., Philadelphia, September 1976.

-4- Educational Planning in the Local School District, Basic Skills, State of New Jersey Department of Education, Division of School Programs.

-5- Educational Planning in the Local School District, Community Participation, State of New Jersey Department of Education, Division of Research Planning and Evaluation, August 1976.

-6- Educational Planning in the Local School District, Comprehensive Planning Guide, State of New Jersey Department of Education, Division of Research, Planning and Evaluation, August, 1976.

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-8- Evaluating A Curriculum Program: An Educator's Handbook, Marvin, M., Morehouse, J., Harrod, A., and Clymer, J., Research for Better Schools, Inc., Philadelphia, September 1976.

-9- Handbook of Comprehensive Planning in Schools, Temkin, S., Marvin, M., DeLorme, H. and Demby, H., Educational Technology Publications, Inc., 1975.

-10- How to Translate those T&E Regs into School Board Policy, New Jersey Update, Vol. 1, Number 9, March 1976, New Jersey School Boards.

-11- Management by Objectives, Bridgewater-Raritan School District, Raritan, NJ., 1975.

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-15- Surveying Your Community: An Approach to Community Involvement in Schools, Cromwell, B. and Root, S., Research for Better Schools, Inc., Philadelphia, September, 1976.

-16- "T&E Legislation," Chapter 212, Laws of 1975, Senate Bill #1516 State of New Jersey, September 1975.

-17- T&E Primer for School Improvement in New Jersey, Department of Education, State of New Jersey, March 1976.